



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 5

Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can describe the organizational structure in an informational text. (RI.4.5) I can accurately synthesize information from two texts on the same topic. (RI.4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the text structure of an informational reading.• I can synthesize evidence from two different texts to support an idea.	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting• Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Learning Targets (15 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 3 Assessment (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking Progress (10 minutes)4. Homework<ol style="list-style-type: none">A. None	<ul style="list-style-type: none">• This lesson marks the midpoint in Unit 3. For the mid-unit assessment, students demonstrate that they can identify a variety of text structures, identify an author's reasons and evidence, and synthesize evidence from two texts to support a an idea.• Opening Part A involves reviewing the homework from the previous lesson to prepare students for the mid-unit 3 assessment.• Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Text Structure Types and Examples (from Lesson 3; students' copies)• "I Can't Wait to Vote!" (from Lesson 3; students' copies)• Equity sticks• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (one per student)• Tracking My Progress, Mid-Unit 3 recording form (one per student)• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Learning Targets (15 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their homework from Lesson 4: Identify at least two text structure types in the article “I Can’t Wait to Vote!” Students should also bring out their Text Structure Types and Examples sheet as well as the text “I Can’t Wait to Vote!”• Using the equity sticks, call on students to share one of the text structures they identified and to explain how the text structure worked to organize an idea. Call on several students to hear a range of text structures.• As you review the homework, make sure students can identify text structures and explain how the author’s idea works within a certain structure.• Introduce the learning targets for this lesson. Ask students to turn and talk with a partner, and take turns addressing the following question:<ul style="list-style-type: none">* “What strategies will you use to help you synthesize the texts and identify text structures in the assessment?”	<ul style="list-style-type: none">• Opening Part A helps students see that they can perform these tasks independently.• One strategy for further supporting students who may have struggled with the homework is to have them look through the text with a specific text structure in mind (i.e., read until they find an example of chronology, comparison, cause and effect, etc.). Sometimes, it is simpler for students to look for examples of what they know, instead of trying to figure out what kind of text structure it is that they are reading. Model this strategy for students by selecting a text structure and reading aloud until you locate an example of it.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting, and go over directions and your test-taking expectations with the class.• Point out that some questions are multiple-choice, some are short answer, and some involve filling in a table. All test questions require focus and concentration.• Suggest to students that they read the readings several times before they begin to write answers.• Suggest furthermore that it is a good idea to read over one's answers and work before turning in the assessment.• Circulate to observe students' test-taking strategies.	<ul style="list-style-type: none">• Students will take different amounts of time to complete the assessment. The work time allocates 35 minutes of total time, 5 minutes of which is reserved for test set-up. Most students can complete the assessment in 20–30 minutes. Make sure students who finish early turn their work face-side down and have a quiet activity to perform at their seat. Students who typically take longer to complete assessments should be seated where they will not be disturbed by the early completion of other students.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all of their learning as readers and comment that you are proud of the knowledge and skills they are building to help them write their PSAs.• Tell students that you would like them to take a short moment to reflect in writing.• Distribute the Tracking My Progress, Mid-Unit 3 recording form to each student. Give them 5 minutes to reflect in writing, and collect the sheets as additional assessment information for the students' progress toward the learning targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	<ul style="list-style-type: none">• Use this as an opportunity to help students who may have fallen behind in note-taking to get caught up. The next half of the unit focuses on the writing and production of the PSA performance task.



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Supporting Materials



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Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

Name: _____

Date: _____

Directions: Read the following texts several times. Complete the table that follows, then answer the questions afterward. Be sure to use evidence from the text in your answers.

Reading A

Voter turnout among young adults ages 18–21 has gone up and down over the years. Before 1971, American citizens could register to vote at the age of 21. Then, with the passage of the 26th amendment to the U.S. Constitution, the voting age was lowered to 18. In the 1972 elections, more than half the eligible voters ages 18–21 registered to vote. But in the 1976 elections, the number of young voters dropped. And it kept dropping with each election. The lowest turnout for young voters was in the 1996 election; since then, the number of young adults voting in presidential elections has been on the rise.

Reading B

For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem. One effort to address this problem is called Rock the Vote, an organization made up of young celebrities and popular musicians who encourage young people to vote and take an interest in elections. These familiar faces and voices are generally admired and respected by young people, so the message is listened to. Rock the Vote provides one solution to the low voter turnout problem by showing that voting can be cool.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

Points ⇒ Text ↓	Quote a line from the text that describes each author's point about voter turnout among young people.	Cite facts, statistics, or evidence each author uses to support their point.
From Reading A		
From Reading B		

1. Synthesize these two texts by responding to the following question: How has the voting among young adults changed over the years? Use evidence from both texts to support your answer.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

2. What is the text structure for Reading A?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

3. What feature(s) of Reading A helped you determine its text structure?



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

4. Cite one piece of evidence the author uses to argue that voter turnout among young people is increasing.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

5. What is the text structure for Reading B?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

6. What feature(s) of Reading B helped you determine its text structure?



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting

7. Cite one reason the author gives for how Rock the Vote works to increase voter turnout among young Americans.



Tracking My Progress, Mid-Unit 3

.....
Name:

.....
Date:

Learning target: I can identify the text structure of an informational reading.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning target: I can synthesize evidence from two different texts to support an idea.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting
(Answers, For Teacher Reference)

The table and Questions 4 and 7 assess RI.4.8, Question 1 assesses RI.4.9, and Questions 2, 3, 5, and 6 assess RI.4.5.

Use NYS 2-Point Rubric to score all short constructed response questions.

Reading A

Voter turnout among young adults ages 18–21 has gone up and down over the years. Before 1971, American citizens could register to vote at the age of 21. Then with the passage of the 26th amendment to the U.S. Constitution, the voting age was lowered to 18. In the 1972 elections, more than half the eligible voters ages 18–21 registered to vote. But the 1976 elections, the number of young voters dropped. And it kept dropping with each election. The lowest turnout for young voters was in the 1996 election; since then the number of young adults voting in presidential elections has been on the rise.

Reading B

For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem. One effort to address this problem is called Rock the Vote, an organization made up of young celebrities and popular musicians who encourage young people to vote and take an interest in elections. These familiar faces and voices are generally admired and respected by young people, so the message is listened to. Rock the Vote provides one solution to the low voter turnout problem by showing that voting can be cool.



Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting
(Answers, For Teacher Reference)

Points ⇒ Text ↓	Quote a line from the text that describes each author's point about voter turnout among young people.	Cite facts, statistics, or evidence each author uses to support their point.
From Reading A	“Voter turnout among young adults ages 18–21 has gone up and down over the years.”	Youth voter turnout was lowest in 1996 and has been increasing in recent years.
From Reading B	“For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem.”	Rock the Vote has made efforts to increase young voter turnout by using celebrities and popular musicians to encourage voting.

1. Synthesize these two texts by responding to the following question: How has the voting among young adults changed over the years? Use evidence from both texts to support your answer.

Voting by young people has been up and down, but it has always been a problem. Groups like Rock the Vote have tried to increase the turnout by getting famous young people to talk the importance of voting. It might be working, because voter turnout for young people has gotten better over the years.

2. What is the text structure for Reading A?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

Mid-Unit 3 Assessment:
Reading and Comparing New Informational Texts about Voting
(Answers, For Teacher Reference)

3. What feature(s) of Reading A helped you determine its text structure?

the dates of events listed in order in which they happened

4. Cite one piece of evidence the author uses to argue that voter turnout among young people is increasing.

One piece of evidence that voter turnout is increasing is the fact that the “number of young voters started to rise with the election of 2000 and has increased with each presidential election since then.”

5. What is the text structure for Reading B?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution**

6. What feature(s) of Reading B helped you determine its text structure?

the use of the terms “problem” and “solution”
the statement of the problem in the first sentence
the explanation of how Rock the Vote worked as a solution in subsequent sentences

7. Cite one reason the author gives for how Rock the Vote works to increase voter turnout among young Americans.

One reason that Rock the Vote may work to increase voter turnout among young Americans is that the celebrities and popular musicians are “generally admired and respected by young people, so the message is listened to.”

2-Point Rubric: Writing from Sources/Short Response
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> * Valid inferences and/or claims from the text where required by the prompt * Evidence of analysis of the text where required by the prompt * Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt * Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt * Complete sentences where errors do not impact readability
1-point Response	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> * A mostly literal recounting of events or details from the text as required by the prompt * Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt * Incomplete sentences or bullets
0-point Response	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> * A response that does not address any of the requirements of the prompt or is totally inaccurate * No response (blank answer) * A response that is not written in English * A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.